DOCUMENT RESUME

ED 120 199 TM 005 157

AUTHOR	Nesset, Bonna
TITLE	Potters' House Evaluation 1974-75. A Title III ESEA Project.
INSTITUTION	Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
REPORT NO	C-74-23
PUB DATE	Jul 75
NOTE	42p.; Some parts may not reproduce clearly due to quality of original
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS	Artists; Art Teachers; *Creative Art; Curriculum Enrichment; *Enrichment Programs; *Intermediate Grades; *Program Evaluation; Questionnaires; *Student Evaluation; Student Improvement; Teacher Attitudes
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; Minneapolis Public Schools; Minnesota (Minneapolis); *Pottery

ABSTRACT

The Potters' House, an ESEA Title III program, began in the fall of 1974. This report summarizes the first year of operation for the project. The overall goal of the program was to enrich the curriculum in North and Northeast Minneapolis elementary schools by giving intermediate grade students one to one contact with professional artists serving as potters in residence in the schools. Each of six elementary schools housed a Potters' House and a potter-in-residence. Program operations varied greatly among the schools involved. About 250 elementary students participated in sessions ranging in length from 8 to 15 weeks. This evaluation was conducted after the fall and spring sessions. Referring teachers and potters filled out similar questionnaires for each child in the program. The questions asked why the student was enrolled in the program and if any changes in behavior had been noticed since the student's participation. Results seemed to indicate that children who were chosen by their teachers for the program because of lack of confidence, behavior problems, and/or boredom with school benefitted from the program. Increased creativity and self-confidence were the most noted behavior changes. (Author/DEP)

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ED120199

Minneapolis Public Schools

Potters' House Evaluation 1974-75
A Title III ESEA Project

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July 1975
C-74-23

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Potters' House Evaluation 1974-75
A Title III ESEA Project

Summary

See Pages

The Potters' House, a Title III ESEA program, began in the fall of 1974. This report summarizes the first year of operation for the project, which was funded for $32,008. The overall goal of the program was to enrich the curriculum in North and Northeast Minneapolis elementary schools by giving intermediate grade students one-to-one contact with professional artists serving as potters-in-residence in the schools. Each of six elementary schools housed a Potters' House and a potter-in-residence. Program operations varied greatly among the schools involved. About 250 elementary students participated in sessions ranging in length from eight to 15 weeks. 1-5

This evaluation was required by the Minnesota Department of Education and was conducted by the Minneapolis Public Schools' Research and Evaluation Department. After the fall, and again after the spring session, referring teachers and potters filled out similar questionnaires for each child in the program. The questions asked why the student was enrolled in the program and if any changes in behavior had been noticed since the student's participation. 5

The most frequent reason given by both teachers and potters for selecting a particular student for the program was "to provide a success experience for a child frequently encountering failures in school." Increased self-confidence was the teachers' most frequently noted behavior change for these students. For children enrolled "to provide an outlet for a child with special artistic talents," the most frequently noted change was increased creativity. For those children enrolled "to help settle down a child with discipline problems," the teachers most frequently noted favorable changes in the areas of development of self-discipline, discipline problems, and enthusiasm for school. Students enrolled "to keep a bright child from being bored with school" changed most in the areas of enthusiasm towards school and creativity. Children enrolled "to draw out a shy, quiet child" most frequently evidenced increased self-confidence. 6-20

The potters also conducted workshops for teachers and community volunteers, who could then use clay techniques in their regular classrooms and in after-school programs for children and adults. 21

High school interns from five schools spent two hours daily attending the Potters' House at Menlo Park Free School taught by the project coordinator. Six of these high school students also served as interns in partnership with the potters-in-residence teaching in the elementary schools 22-24

Recommendations are given. 25

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Potters' House Evaluation 1974-75
A Title III ESEA Project

The Potters' House, a Title III ESEA program, began in the fall of 1974. The basic concept behind the project was that the Potters' House would enrich the arts curriculum in elementary schools by giving fourth, fifth, and sixth grade students direct, one-to-one contact with professional artists serving as potters-in-residence.

The Potters' House provided a laboratory course not only for elementary students, but for their teachers, high school interns, and community volunteers conducting after school programs for children and adults.

THE PROJECT LOCALE

The project served the areas of North and Northeast Minneapolis. There are fewer theaters(2), galleries(none), and arts organizations(1) located in these areas than in other areas of the city. Other public school art enrichment programs, for example those offered by the Urban Arts Program and the Community Education Program, have drawn proportionately fewer people from these areas.

Five public elementary schools housed a Potters' House: Holland, Lincoln, Lowell, Webster, and Bremer. Two parochial schools also participated: Ascension had a Potters' House, and Holy Cross students attended the Potters' House at Holland. High school students were recruited from four public and one parochial school: Edison, Menlo Park[1], Henry, North, and De La Salle.

THE PROJECT'S GOALS

The project's goals and objectives were stated as follows:

a. Long-range goals

(1) Help educate a community that needs the object of craft as a humanizing force; thereby giving primary attention to the growth needs of each student and thus promoting his chances to make choices that give him his own style of expression, his own standards of taste, and his own confidence in charting his future relationship as an effective citizen.

(2) Develop and demonstrate an unique center for visual arts, a "pottery-in-residence", for elementary students within their school with professional artist/potters as the facilitators.

(3) Train high school students as interns to provide a "cross-age" learning tool, where the intern is in partnership with the artist/potter.

[1]Menlo Park Free School is an alternative school associated with Edison High School, but housed in its own building.

(4) Provide teacher and community aide workshops in order to make an impact on the quality of art work produced during the school day and in the school day programs.

b. Specific objectives-first year

(1) The environment established for the study of the object of craft will increase each student's potential for successful learning experiences within school and community and it will permit a freedom of expression and a development of an individual's own standards; as measured by the classroom teacher and the potter-in-residence in monthly written evaluations.

(2) Students enrolled in the course will improve their knowledge of craft by close participation and partnership with a potter-in-residence that will evidence an increased interest in their desire to learn through a non-competitive atmosphere of the art medium.

(3) High school interns will gain an appreciation for learning in the arts by working closely with a potter-in-residence. It will offer the chance to improve capability for helping elementary students. It will provide the opportunity to develop entry level skills in the world of work, as measured by the potter's monthly evaluation.

(4) Teachers and community volunteers will demonstrate an understanding of how to increase their own creativity as well as help students to understand creative expression. Community volunteers will enrich and stimulate a greater interaction of the arts in the community which will increase interest and foster greater participation on the part of the community.

PROJECT ADMINISTRATION

The project staff consisted of a project coordinator and six artist/potters. All staff members were experienced potters with an expressed interest in working with young people. The project director was responsible for development of curriculum, supervision of students and staff, contracting agreements between the potters and the Minneapolis Public Schools, clarifying and maintaining program objectives, and general operation of the program, such as acquiring and delivering materials to the participating schools. He was responsible for teaching the high school interns, while each of the other potters was located in an elementary school.

The high school interns left their home schools to attend pottery class every morning from 8:00 to 10:00 at Menlo Park Free School. When the project coordinator approved their level of proficiency, they were assigned to work with one of the potters-in-residence in an elementary school two mornings a week. They continued to attend classes with the project coordinator for the other three mornings working on their skills and using Menlo Park as their potters' studio.

The potters-in-residence were responsible for maintaining quality instruction and appropriate relationships between students and interns, providing feed-back to teachers and coordinator about the progress of the participating students, and conducting workshops for teachers and community volunteers throughout the program.

PROJECT BUDGET

Title III, ESEA provided $32,008 for the first year of the project. Consultant services were provided by the Minneapolis Public Schools (MPS) and the Metropolitan Cultural Arts Center (MCAC). MPS also provided classroom space.

Item	Budgeted Amount
project coordinator	$ 6,006
6 artist/potters	14,963
consultants, artist	320
substitute teacher	600
fixed charges	72
travel	996
materials and supplies	2,250
equipment	3,000
indirect costs	981
evaluation	1,692
dissemination	1,128
Total	$32,008

THE POTTERS' HOUSE IN THE ELEMENTARY SCHOOLS

The project coordinator and the potter-in-residence for each elementary school met with each school staff in the fall to explain the program and to suggest what kinds of students might benefit most from experiences with the potter and with the craft. The intent was to recruit the talented, child, and/or the shy child, the disruptive child, the child who hardly ever has success experiences in school, and to expose these children, through a one-to-one relationship with the potter, to experiences which could not normally be offered in a regular classroom. The target group was grades four through six, although a few junior high students were admitted at Ascension where they were part of the regular student body.

Originally, the intent was to involve about 15 students and 3 teachers from each building during the first year. Other interested students could participate through after-school programs taught by trained classroom teachers and community volunteers who had attended workshops led by their school's potter-in-residence. However, depending on the

school, the student participants rotated once or twice during the year, and by the spring 1975 session, an average of 23 students per school were enrolled and just about all the teachers had had a student in the program at sometime during the year. Ninety students in five schools were enrolled in the program for the first session in the fall of 1974. In the last session in the spring of 1975 total participants numbered 140 students in six schools[1].

The schools started the program at different times, depending on the availability of equipment (pottery wheels and kilns) and on individual building schedules. Because of the district's desegregation plan, four of the six schools had had major changes in staff, student body, and program since the previous year, and they decided to delay adding another new program until school activities began to settle into some sort of routine. Thus, the Potters' House began at Ascension, Lincoln, and Lowell on October 1, 1974 and at Holland and Webster on November 20. On February 1, 1975 the program was extended to Bremer.

Methods of selecting student participants varied for the different schools depending on school size and administrative structure. For example, at Ascension the principals and the teachers decided which students should participate; at Holland, Lowell and Bremer the teachers and the potter-in-residence sat down together and considered all the students' needs; at Webster the school social worker appointed students for the program; and at Lincoln the teachers decided among themselves which teachers would have a student in the program for the fall session with the agreement that the rest of the teachers would have a student in the program for the second half of the year. Again, because of staff, student and program changes since the previous year in four of the schools, only the staffs at Ascension and Lowell were really familiar with most of the children (from previous years) when participants were selected.

The number of sessions also varied. At Ascension and at Lincoln there were two separate 15 week classes, at Webster there were three eight week sessions, at Lowell there was one 15 week session and two eight week sessions, at Holland there was one ten week session and two eight week sessions, and at Bremer there was one 15 week session which started in February 1975.

About one-fourth of the students enrolled in the first session in the fall were still in the program in February 1975, after the second

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[1] Three schools, Holland, Lowell, and Webster had mid-year sessions in addition to fall and spring sessions. The mid-year participants, about 60 students, were not involved in this evaluation.

session had started. The percentage of carry-overs ranged from 14% of the original participants at Lincoln to 38% at Lowell. By the end of the year, about 13 percent (12 people) of the original participants were still in the program. These students remained in the program because their teachers and potters thought the program was especially beneficial to them, and terminating their participation would not be in the child's best interests--despite a desire to give as many children as possible the chance to experience the pottery.

In addition, daily schedules within the schools varied, since the potters were given some latitude to arrange their school schedules to fit into their regular out-of-school work schedules. At four schools--Ascension, Bremer, Lincoln, and Lowell--the potter was in residence all day for two days a week, while at two other schools--Holland and Webster--the potter was in attendance three half days a week. Length of class periods also varied for the different schools, but, according to the project coordinator, the average student spent about three hours a week in the pottery.

Evaluation Procedures

The data collection plan was to gather initial information about how the program was operating in the elementary schools after the first student turn-over, and then to gather final data on the last group of students at the end of the school year.

The fall data provided the project staff with formative evaluation feedback about the initial "gearing-up" process in each of the schools. Teachers and potters also helped at this stage in designing and refining evaluation instruments. The spring data provided a summative evaluation of how well the project staff had served the needs of the students. Finally, spring and fall results were compared to monitor how the project adapted and progressed. Spring results strongly supported the data gathered in the fall and indicated that increased confidence could be placed in the results.

In February and again in May 1975, one questionnaire for each student in the program was completed by the potter-in-residence, and another was completed by the student's referring classroom teacher. The same questions were asked of teachers and potters. The questions asked why the student was enrolled in the program, if any changes in behavior had been noticed since the student's participation in the program, and why the student was still enrolled in the program or why (s)he was not. These questions were based on the objectives stated in the original project proposal and on suggestions from the potters and the project coordinator. A copy of each questionnaire is included in Appendix A, pages 27, 28, and 29.

Finally, for each school, two parents with children in the program were randomly selected to be interviewed by phone about their knowledge of the program and their suggestions for improving it. These interviews were conducted in February.

Results

Overall results for both fall and spring sessions showed that the most frequent reason given by both teachers and potters for selecting a particular student for the program was "to provide a success experience for a child frequently encountering failures in school." Increased self-confidence was the teachers' most frequently noted behavior change for these students. For children enrolled "to provide an outlet for a child with special artistic talents," the most frequently noted change was increased creativity. For those children enrolled "to help settle down a child with discipline problems," the teachers most frequently noted favorable changes in the areas of development of self-discipline, discipline problems, and enthusiasm for school. Students enrolled "to keep a bright child from being bored with school" changed most in the areas of enthusiasm towards school and creativity. Children enrolled "to draw out a shy, quiet child" most frequently evidenced increased self-confidence.

Fall session

There were 90 students from five schools enrolled in the program for the first session in the fall of 1974. Completed questionnaires were obtained from each student participant's referring teacher and from each student's potter-in-residence. In addition, 37 of the 50 teachers having students in the program and 3 of the 5 principals of the schools housing the program filled out anonymous, voluntary questionnaires asking for criticisms they might have of the program or for suggested improvements.

Spring session

In the spring session, there were 140 students from six schools enrolled in the program. Completed questionnaires were obtained from all six potters for each of their students, but only 58 of the 60 teachers who had students in the program completed questionnaires. Therefore, there are teacher data for only 131 of the 140 student participants. Forty-two of the 60 teachers and three of the six principals filled out the questionnaires asking for criticisms or suggested improvements for the program. The number of students from each school enrolled in the Potters' House during the fall and spring sessions is shown in Table 1.

Table 1

Students Enrolled in the Potters' House During Fall 1974 and Spring 1975 Session

School	Number Enrolled Fall	Spring
Ascension	15	21[a]
Holland	18	30[b]
Lincoln	22	36
Lowell	16	14
Webster	19	21
Bremer	--	18
Total	90	140

[a]This school included 13 junior high students

[b]Six of these students were parochial students from Holy Cross school.

What Kinds of Students Were Enrolled in the Potters' House?

Overall, for both the fall and spring sessions, the most frequent reason given for enrolling a particular student for the program was to provide a success experience for a child frequently encountering failures in school. The least frequently cited reason was to keep a bright child from being bored with school.

Fall session

Teachers and potters were asked why each student was enrolled in the Potters' House Program for the fall session (see Table 2). The differences in student selection procedures in the different schools is reflected by the fact that the potters didn't know why 44% of the students had been selected. This 44% (40 students) included all 15 students at Ascension and all 19 students at Webster, where the potters had not been involved in student selection. At Holland, on the other hand, the potter said he knew why each of the students had been selected to participate.

Table 2

Percent of Students Enrolled in Program for Various Reasons as Cited by Classroom Teachers and Potters[a] (Fall 1974 Results)

"Why was this student enrolled in the Potters' House Program?" (Check as many as apply)

	Ratings by 50 Teachers (N=90 Students)		Ratings by 6 Potters (N=90 Students)	
	N	%	N	%
To provide an outlet for a child with special artistic talents	28	31	10	11
To help settle down a child with discipline problems	26	28	20	22
To keep a bright child from being bored with school	13	14	5	6
To draw out a shy, quiet child	32	35	13	14
To provide a success experience for a child frequently encountering failures in school	45	50	30	33
Other to give self-confidence dexterity, coordination problem eliminate attitude of underdog	3	3	6	7
Don't know	0	0	40	44

[a]Each of the 90 students was rated by his referring teacher and by the potter. Raters could check as many reasons as were applicable for a single child.

The most frequent reason given by both the teachers and potters for selecting a particular student for the fall program was to provide a success experience for a child frequently encountering failures in school. Teachers cited this as one reason for enrolling half the students. Potters saw it as a reason applying to one-third. The reason least frequently selected by both groups for enrolling a particular student was to keep a bright child from being bored with school.

Spring session

For the spring session, the potters said they didn't know why 27% of the students had been selected (see Table 3). This was a decrease from 44% in the fall. Again, the "don't knows" came from Ascension (9 students) and Webster (14 students), but in addition, the potter at Lincoln didn't know for what reason 15 of his students had been selected. The potters at Bremer and Holland said they knew why all of their students had been selected.

Again, as in the fall session, the most frequent reason given by both the teachers and the potters for selecting a particular child was to provide a success experience for a child frequently encountering failures in school. Teachers cited this as a reason for enrolling 38% of the students, and potters saw it as a reason for 45%. There was a notable increase over the fall session in the number of children selected by their teachers to provide an outlet for special artistic talents (38%) or to keep a bright child from being bored with school (21%). The potters also cited this as a reason more frequently for the spring session. Selecting students for the purpose of helping settle down discipline problems was less frequently noted for the spring. Both potters and teachers more frequently gave some specific reason other than those noted on the questionnaire for the spring session. These reasons are included in Appendix B, page 30.

Did the Program Contribute to Changes in Student Behavior?

Teachers and the potters were asked if they had noticed changes in each student's behavior since (s)he participated in pottery. Although these behavior changes could not be directly attributed to eight weeks--or even 15 weeks--in this particular course, it was expected that this experience might influence the students and contribute to changes in some areas. Teachers and potters did agree that many students showed increased self-confidence and creativity.

Table 3

Percent of Students Enrolled in Program for Various Reasons as Cited by Classroom Teachers and Potters[a] (Spring 1975 Results)

"Why was this student enrolled in the Potters' House Program?" (Check as many as apply)

	Ratings by 58 Teachers[b] (N=131 Students)		Ratings by 6 Potters (N=140 Students)	
	N	%	N	%
To provide an outlet for a child with special artistic talents	50	38	25	18
To help settle down a child with discipline problems	24	18	28	20
To keep a bright child from being bored with school	27	21	23	16
To draw out a shy, quiet child	45	34	28	20
To provide a success experience for a child frequently encountering failures in school	50	38	63	45
Other	17	13	15	11
Don't know	0	0	38	27

[a]Each of the students was rated by his referring teacher and by the potter. Raters could check as many reasons as were applicable for a single child.

[b]Sixty teachers had children enrolled in the program, but two did not return questionnaires. There were 140 students enrolled, but teachers' data was only available for 131.

Fall session

Teachers reported favorable changes in self-confidence and enthusiasm for school for almost half (44%) of the fall pottery students (see Table 4). Teachers said almost as many students evidenced favorable changes in creativity (39%) and relationships with adults (37%).

The five potters-in-residence also said the fall students most frequently showed favorable changes in creativity (61% of the students were rated as showing favorable change) and self-confidence (52% rated favorably changed). They saw favorable changes for almost half (48%) the students in their relationships with other children, and positive changes in ability to complete tasks (41%), curiosity (40%), initiative (39%) and accepting responsibility (39%). The potters noted unfavorable changes in more of the children than did teachers. Potters said six children showed unfavorable changes in relationships with other children. Some jealousy among children who didn't participate in the program was noted by teachers who responded to a question asking whether the program had created any problems.

Spring session

For the spring session, the teachers said 53% of their student participants showed favorable change in the area of self-confidence (see Table 5). The potters said 65% showed favorable change. This was the change most frequently noted by both groups. The second most frequently noted change--again, by both groups--was in the area of creativity. Teachers said half their students showed favorable changes in creativity, and potters said almost two-thirds of them had. Least change was noted for attendance and discipline problems.

Were Changes in Student Behavior Noted by Teachers Related to Reasons for Enrolling Students in the Program?

Results indicated that changes in students' behavior noted by their teachers varied depending on the reasons for which the children had been enrolled in the program.

Artistic children

Teachers said that 31% (28 children) of the fall participants and 38% (50 children) of the spring participants were enrolled in the Potters' House "to provide an outlet for a child with special artistic talents" (see Table 6). For this group of students, the most frequently noted change in behavior was a favorable change in creativity. Increased creativity was noted for

Table 4

Percent of Students Exhibiting Changes in Behavior in Various Areas as Noted by Teachers and Potters (Fall 1974 Results)

"Have you noticed any changes in this student's behavior since he/she has participated in pottery?" (Circle the appropriate response for each item)

	Ratings by 50 Teachers (N=90 Students)								Ratings by 5 Potters (N=90 Students)							
	Favorable Change		No Change		Unfavorable Change		No Answer		Favorable Change		No Change		Unfavorable Change		No Answer	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Enthusiasm towards school	40	44	39	43	1	1	10	11	31	34	57	63	-	-	2	2
Attendance	7	8	70	78	1	1	12	13	14	16	67	74	4	4	5	6
Relationships with other children	27	30	49	54	2	2	12	13	43	48	41	45	6	7	--	--
Relationships with adults	33	37	45	50	-	-	12	13	25	28	45	50	-	-	20	22
Concern for others	21	23	51	57	-	-	18	20	20	22	69	77	-	-	1	1
Self-confidence	40	44	36	40	1	1	13	14	47	52	38	42	3	3	2	2
Discipline problems	24	27	49	54	2	2	15	17	14	16	74	81	3	3	--	--
Development of self-discipline	25	28	46	51	2	2	17	19	31	34	57	63	1	1	1	1
Ability to complete tasks	26	29	54	60	-	-	10	11	37	41	50	56	2	2	1	1
Accepting responsibility	27	30	53	59	-	-	10	11	35	39	51	57	3	3	1	1
Taking care of personal possessions	17	19	61	68	-	-	12	13	5	6	66	73	-	-	19	21
Creativity	35	39	42	47	-	-	13	14	55	61	35	39	-	-	--	--
Initiative	23	26	53	59	-	-	14	15	35	39	55	61	-	-	--	--
Curiosity	27	30	49	54	-	-	14	15	36	40	54	60	-	-	--	--
Independence	26	29	51	57	1	1	12	13	24	27	61	68	3	3	2	2
Dexterity, coordination	24	27	52	58	-	-	14	15	30	33	60	67	-	-	--	--
Ability to accept criticism	23	26	54	60	-	-	13	14	26	29	62	69	2	2	--	--
Other (specify)	--	--	24	27	-	-	66	73	--	--	--	--	-	-	--	--

Table 5

Percent of Student Exhibiting Changes in Behavior
in Various Areas as Noted by Teachers
in Various Areas as Noted by Teachers and Potters
(Spring 1975 Results)

Have you noticed any changes in this student's behavior since he/she participated in pottery. Circle the appropriate response for each.

	Ratings by 58 Teachers (N=131 Students)								Ratings by 6 Potters (N=140 Students)							
	Favorable Change		No Change		Unfavorable Change		No Answer		Favorable Change		No Change		Unfavorable Change		No Answer	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Enthusiasm towards school	%58	44	69	53	1	1	3	2	60	43	66	47	1	1	13	9
Attendance	15	11	108	82	2	2]	6	5	15	11	80	57	1	1	44	31
Relationships with other children	51	39	74	56	–	–	6	5	59	42	70	50	2	1	9	6
Relationships with adults	47	36	77	59	–	–	7	5	39	28	90	64	–	–	11	8
Concern for others	27	21	96	73	–	–	8	6	26	19	100	71	1	1	13	9
Self-confidence	70	53	55	42	–	–	6	5	91	65	38	27	–	–	11	8
Discipline problems	22	17	94	72	3	2	12	9	9	6	97	69	6	4	28	20
Development of self-discipline	38	29	78	60	2	2	13	10	35	25	93	66	2	1	10	7
Ability to complete tasks	39	30	79	60	3	2	10	8	58	41	68	49	4	3	10	7
Accepting responsibility	34	26	82	63	2	2	13	10	49	35	70	50	8	6	13	9
Taking care of personal possessions	26	20	90	69	2	2	13	10	18	13	108	77	–	–	14	10
Creativity	66	50	54	41	–	–	11	8	89	64	40	29	–	–	11	8
Initiative	50	38	71	54	–	–	10	8	57	41	72	51	–	–	11	8
Curiosity	41	31	77	59	–	–	13	10	46	33	82	59	–	–	12	9
Independence	35	27	79	60	–	–	17	13	41	29	86	61	–	–	13	9
Dexterity, coordinator	32	24	82	63	–	–	17	13	62	44	64	46	–	–	14	10
Ability to accept criticism	24	18	91	69	–	–	16	12	17	12	104	74	4	3	15	11
Other (specify)																

Table 6

Percent of Students Exhibiting Changes in Behavior
in Various Areas as Noted by Teachers
for Students Enrolled for Reason:
To Provide an Outlet for a Child with Special Artistic Talents

"Have you noticed any changes in this student's behavior since he/she has participated in pottery?" (Circle the appropriate response for each item.)

	Fall (N=28 Students)								Spring (N=50 Students)							
	Rank[a]	Favorable Change		No Change		Unfavorable Change		No Answer	Rank[a]	Favorable Change		No Change		Unfavorable Change		No Answer	
		N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%
Enthusiasm towards school	1.5	17	61	7	25	-	-	4	14	3.5	22	44	26	52	-	-	2	4
Attendance	17.0	3	11	20	71	-	-	5	18	17.0	7	14	40	80	2	4	1	2
Relationships with other children	8.5	12	43	11	39	-	-	5	18	5.5	21	42	29	58	-	-	--	--
Relationships with adults	8.5	12	43	10	36	-	-	6	21	7.5	18	36	31	62	-	-	1	2
Concern for others	14.0	10	36	12	43	-	-	6	21	10.0	15	30	33	66	-	-	2	4
Self-confidence	3.0	15	54	8	29	-	-	5	18	2.0	26	52	23	46	-	-	1	2
Discipline problems	15.0	9	32	13	46	-	-	6	21	16.0	9	18	37	74	1	2	3	6
Development of self-discipline	6.0	13	46	9	32	-	-	6	21	7.5	18	36	29	58	-	-	3	6
Ability to complete tasks	4.5	14	50	10	36	-	-	4	14	11.5	14	28	33	66	1	2	2	4
Accepting responsibility	4.5	14	50	10	36	-	-	4	14	13.0	13	26	33	66	-	-	4	8
Taking care of personal possessions	12.0	11	39	13	46	-	-	4	14	14.0	11	22	34	68	2	4	3	6
Creativity	1.5	17	61	5	18	-	-	6	21	1.0	34	68	14	28	-	-	2	4
Initiative	8.5	12	43	10	36	-	-	6	21	3.5	22	44	26	52	-	-	2	4
Curiosity	8.5	12	43	10	36	-	-	6	21	9.0	16	32	30	60	-	-	4	8
Independence	12.0	11	39	11	39	-	-	6	21	11.5	14	28	31	62	-	-	5	10
Dexterity, coordination	12.0	11	39	11	39	-	-	6	21	5.5	21	42	25	50	-	-	4	8
Ability to accept criticism	16.0	8	29	14	50	-	-	6	21	15.0	10	20	36	72	-	-	4	8

[a]Rank here refers to position regarding percent of favorable change. (1=most frequently noted favorable change)

61% of the fall students and for 68% of the spring students. Other frequently noted areas of favorable change were enthusiasm towards school and self-confidence.

Children with discipline problems

Teachers said that 28% of the fall participants (26 children) were enrolled "to help settle down a child with discipline probelms" (see Table 7). For the spring this reason was given for only 18% of the participants (24 children). For children selected because they exhibited discipline problems, the fall teachers most frequently noted favorable behavior changes in the areas of enthusiasm towards school (58%), discipline problems (54%), relationships with adults (46%), and self-confidence (42%). The spring teachers noted most favorable changes in the areas of development of self-discipline (62%), discipline problems (58%), self-confidence (58%), and creativity (58%).

Bright children

In the fall, 13 students (14% of the participants) were enrolled "to keep a bright child from being bored with school" (see Table 8). This reason was given for 27 students (21% of the participants) in the spring session. In the fall, teachers said 46% of these bright students showed favorable changes in the areas of enthusiasm towards school, relationships with adults, creativity, initiative, and curiosity. The same changes were noted for the spring participants. Teachers said 59% showed increased creativity, 52% increased enthusiasm for school, 48% increased initiative, and 33% increased curiosity and self-confidence.

Shy children

Thirty-two fall students and 45 spring students, about one-third of each class were enrolled "to draw out a shy, quiet child" (see Table 9). The most frequent behavior change noted by the teachers for these shy students, both in the fall and in the spring, was increased self-confidence. Over two-thirds of the teachers noted favorable changes in these students' self-confidence. Other frequently noted favorable changes were in the areas of enthusiasm towards school, relationships with other children, and creativity.

Failure-prone children

Overall, the most frequently cited reason for enrolling children in the Potters' House was "to provide a success experience for a child frequently encountering failures in school" (see Table 10). Half of the fall students (45 children) and 38% of the spring students (50 children) were enrolled for this reason. Fall and spring teachers agreed that increased self-confidence was the most frequently noted behavior change for these failure-prone students.

Table 7

Percent of Students Exhibiting Changes in Behavior
in Various Areas as Noted by Teachers
for Students Enrolled for Reason:
To Help Settle Down a Child with Discipline Problems

"Have you noticed any changes in this student's behavior since he/she has participated in pottery?" (Circle the appropriate response for each item.

	Fall (N=26 Students)								Spring (N=24 Students)							
	Rank[a]	Favorable Change		No Change		Unfavorable Change		No Answer		Rank[a]	Favorable Change		No Change		Unfavorable Change		No Answer	
		N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%
Enthusiasm towards school	1.0	15	58	8	31	1	4	2	8	5.0	13	54	10	42	1	4	--	--
Attendance	17.0	2	8	21	81	-	-	3	12	17.0	2	8	21	88	-	-	1	4
Relationships with other children	7.0	9	35	14	54	-	-	3	12	8.0	9	38	14	58	-	-	1	4
Relationships with adults	3.0	12	46	11	42	1	4	2	8	8.0	9	38	15	62	-	-	--	--
Concern for others	15.5	4	15	16	62	-	-	6	23	16.0	5	21	18	75	-	-	1	4
Self-confidence	4.0	11	42	10	38	1	4	4	15	3.0	14	58	9	38	-	-	1	4
Discipline problems	2.0	14	54	7	27	1	4	4	15	3.0	14	58	7	29	2	8	1	4
Development of self-discipline	5.0	10	38	8	31	1	4	7	27	1.0	15	62	7	29	2	8	--	--
Ability to complete tasks	9.0	8	31	17	65	-	-	1	4	8.0	9	38	13	54	1	4	1	4
Accepting responsibility	12.0	6	23	18	69	-	-	2	8	6.0	10	42	11	46	1	4	2	8
Taking care of personal possessions	13.5	5	19	18	69	-	-	3	12	13.5	7	29	16	67	-	-	1	4
Creativity	7.0	9	35	13	50	-	-	4	15	3.0	14	58	9	38	-	-	1	4
Initiative	15.5	4	15	17	65	-	-	5	19	13.5	7	29	15	62	-	-	2	8
Curiosity	10.5	7	27	14	54	-	-	5	19	11.0	8	33	14	58	-	-	2	8
Independence	10.5	7	27	14	54	1	4	4	15	15.0	6	25	16	67	-	-	2	8
Dexterity, coordination	13.5	5	19	16	62	-	-	5	19	11.0	8	33	13	54	-	-	3	12
Ability to accept criticism	7.0	9	35	11	42	1	4	5	19	11.0	8	33	14	58	-	-	2	8

[a]Rank here refers to position regarding percent of favorable change. (1=most frequently noted favorable change)

Table 8

Percent of Students Exhibiting Changes in Behavior
in Various Areas as Noted by Teachers
for Students Enrolled for Reason:
To Keep a Bright Child from Being Bored with School

"Have you noticed any changes in this student's behavior since he/she has participated in pottery?" (Circle the appropriate response for each item)

	Fall (N=13 Students)								Spring (N=27 Students)							
	Rank[a]	Favorable Change		No Change		Unfavorable Change		No Answer		Rank[a]	Favorable Change		No Change		Unfavorable Change		No Answer	
		N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%
Enthusiasm towards school	3.0	6	46	6	46	-	-	1	8	2.0	14	52	13	48	-	-	--	--
Attendance	16.0	2	15	10	77	-	-	1	8	16.5	3	11	23	85	-	-	1	4
Relationships with other children	16.0	2	15	8	62	1	8	2	15	13.0	5	19	21	78	-	-	1	4
Relationships with adults	3.0	6	46	6	46	-	-	1	8	9.5	7	26	19	70	-	-	1	4
Concern for others	9.5	4	31	7	54	-	-	2	15	13.0	5	19	21	78	-	-	1	4
Self-confidence	13.0	3	23	8	62	-	-	2	15	5.0	9	33	16	59	-	-	2	7
Discipline problems	13.0	3	23	9	69	-	-	1	8	16.5	3	11	23	85	1	4	--	--
Development of self-discipline	9.5	4	31	7	54	-	-	2	15	7.0	8	30	18	67	-	-	1	4
Ability to complete tasks	9.5	4	31	8	62	-	-	1	8	9.5	7	26	19	70	-	-	1	4
Accepting responsibility	6.5	5	38	6	46	-	-	2	15	5.0	9	33	17	63	-	-	1	4
Taking care of personal possessions	16.0	2	15	9	69	-	-	2	15	15.0	4	15	21	78	-	-	2	7
Creativity	3.0	6	46	5	38	-	-	2	15	1.0	16	59	10	37	-	-	1	4
Initiative	3.0	6	46	5	38	-	-	2	15	3.0	13	48	13	48	-	-	1	4
Curiosity	3.0	6	46	5	38	-	-	2	15	5.0	9	33	17	63	-	-	1	4
Independence	13.0	3	23	8	62	-	-	2	15	9.5	7	26	18	67	-	-	2	7
Dexterity, coordination	6.5	5	38	6	46	-	-	2	15	9.5	7	26	18	67	-	-	2	7
Ability to accept criticism	9.5	4	31	7	54	-	-	2	15	13.0	5	19	20	74	-	-	2	7

[a]Rank here refers to position regarding percent of favorable change. (1=most frequently noted favorable change)

Table 9

Percent of Students Exhibiting Changes in Behavior in Various Areas as Noted by Teachers for Students Enrolled for Reason: To Draw Out a Shy, Quiet Child

"Have you noticed any changes in this student's behavior since he/she has participated in pottery?" (Circle the appropriate response for each item.)

	Fall (N=32 Students)								Spring (N=45 Students)							
	Rank[a]	Favorable Change		No Change		Unfavorable Change		No Answer		Rank[a]	Favorable Change		No Change		Unfavorable Change		No Answer	
		N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%
Enthusiasm towards school	2.0	20	63	9	28	-	-	3	10	4.0	22	49	22	49	-	-	1	2
Attendance	17.0	5	16	23	72	1	3	3	10	16.0	7	16	37	82	-	-	1	2
Relationships with other children	3.0	18	56	9	28	1	3	4	13	2.0	26	58	19	42	-	-	--	--
Relationships with adults	5.0	15	47	14	44	-	-	3	10	5.0	21	47	22	49	-	-	2	4
Concern for others	13.5	11	34	15	47	-	-	6	19	12.0	12	27	31	69	-	-	2	4
Self-confidence	1.0	21	66	8	25	-	-	3	10	1.0	31	69	13	29	-	-	1	2
Discipline problems	13.5	11	34	16	50	1	3	4	13	17.0	4	9	36	80	-	-	5	11
Development of self-discipline	10.5	12	38	15	47	1	3	4	13	14.0	10	22	28	62	-	-	7	16
Ability to complete tasks	7.5	14	44	15	47	1	3	2	6	7.5	16	36	24	53	2	4	3	7
Accepting responsibility	9.0	13	41	16	50	-	-	3	10	12.0	12	27	28	62	1	2	4	9
Taking care of personal possessions	16.0	10	31	18	56	-	-	4	13	12.0	12	27	29	64	-	-	4	9
Creativity	5.0	15	47	13	41	-	-	4	13	3.0	24	53	17	38	-	-	4	9
Initiative	13.5	11	34	17	53	-	-	4	13	6.0	17	38	23	51	-	-	5	11
Curiosity	7.5	14	44	14	44	-	-	4	13	9.0	15	33	25	56	-	-	5	11
Independence	5.0	15	47	14	44	-	-	3	10	7.5	16	36	22	49	-	-	7	16
Dexterity, coordination	10.5	12	38	15	47	-	-	5	16	10.0	13	29	26	58	-	-	6	13
Ability to accept criticism	13.5	11	34	17	53	-	-	4	13	15.0	9	20	30	67	-	-	6	13

[a]Rank here refers to position regarding percent of favorable change. (1=most frequently noted favorable change)

Table 10

Percent of Students Exhibiting Changes in Behavior
in Various Areas as Noted by Teachers
for Students Enrolled for Reason:
To Provide a Success Experience for a Child Frequently Encountering Failures in School

"Have you noticed any changes in this student's behavior since he/she has participated in pottery?" (Circle the appropriate response for each item)

	Fall (N=45 Students)									Spring (N=50 Students)								
	Rank[a]	Favorable Change		No Change		Unfavorable Change		No Answer		Rank[a]	Favorable Change		No Change		Unfavorable Change		No Answer	
		N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%
Enthusiasm towards school	2.0	20	44	20	44	1	2	4	9	2.0	25	50	23	46	1	2	1	2
Attendance	17.0	3	7	37	82	-	-	5	11	17.0	6	12	39	78	2	4	3	6
Relationships with other children	4.0	16	36	24	53	-	-	5	11	4.5	20	40	26	52	-	-	4	8
Relationships with adults	3.0	17	37	24	53	1	2	3	7	4.5	20	40	26	52	-	-	4	8
Concern for others	12.0	12	27	24	55	-	-	8	18	15.5	10	20	35	70	-	-	5	10
Self-confidence	1.0	27	60	13	30	1	2	4	9	1.0	31	62	17	34	-	-	2	4
Discipline problems	6.5	14	31	24	53	2	4	5	11	15.5	10	20	30	60	2	4	8	16
Development of self-discipline	12.0	12	27	24	53	2	4	7	16	8.0	16	32	24	48	2	4	8	16
Ability to complete tasks	6.5	14	31	28	62	-	-	3	7	8.0	16	32	26	52	2	4	6	12
Accepting responsibility	12.0	12	27	29	64	-	-	4	9	12.0	14	28	27	54	2	4	7	14
Taking care of personal possessions	15.0	8	18	32	71	-	-	5	11	14.0	11	22	31	62	1	2	7	14
Creativity	6.5	14	31	25	55	-	-	6	13	3.0	22	44	22	44	-	-	6	12
Initiative	16.0	6	13	32	71	-	-	7	16	6.0	18	36	27	54	-	-	5	10
Curiosity	14.0	11	24	27	60	-	-	7	16	10.5	15	30	28	56	-	-	7	14
Independence	9.5	13	29	26	58	1	2	5	11	10.5	15	30	28	56	-	-	7	14
Dexterity, coordination	6.5	14	31	24	53	-	-	7	16	8.0	16	32	25	50	-	-	9	18
Ability to accept criticism	9.5	13	29	28	62	-	-	4	9	13.0	12	24	30	60	-	-	8	16

[a]Rank here refers to position regarding percent of favorable change. (1=most frequently noted favorable change)

Teachers rated 60% of the fall and 62% of the spring students favorably changed. The next most frequently noted favorable change was in enthusiasm for school.

Did the Program Create any Problems in the Schools?

For the fall session, twenty-four teachers and three principals voluntarily and anonymously responded to a question asking what, if any, problems had been created by having the potter in the school. Fifteen of these people (almost two-thirds of the respondents) said no problems had been created and that the program had helped in some respect. Eight people (one-third of the respondents) said the only problem was that not enough children could participate.

After the spring session, 46 teachers and three principals voluntarily responded to the question about possible problems. Three-fourths of these respondents (37 people) said the program had created no problems in the school--17 of these people said the program had actually helped in some way. Only two problems were suggested: first, six people (12%) said the children did miss some of their regular class work or there were minor scheduling problems; second, six people said too few children could participate.

What Suggestions Did Teachers Have for Improving the Program?

Twenty-eight fall session teachers responded to a question asking for suggestions about how to improve the program. Nineteen of them (68%) said the program should be expanded. Apparently, many children who could not participate were disappointed or jealous of those students who were admitted. Only two other suggestions were given: one teacher suggested that some guidelines be given before children are selected[2] and three people suggested admitting greater numbers of talented children instead of behavior problem children. All other comments praised the program as it existed.

Thirty-two spring teachers voluntarily responded to the same question about suggested improvements. Twenty-three of these teachers (72%) said the program should be enlarged. Four people made general positive comments about the program. One said (s)he wasn't familiar enough with the program to evaluate, and one said some criteria should be set up to help teachers select children. The original comments are included in Appendices C and D, pages 31 and 34.

[2]In fact, a letter covering this topic was sent out to all teachers in the fall.

In all, teachers and principals expressed very positive opinions about the Potters' House, and the most frequently suggested improvement was that the program be expanded.

What Did Parents Think About the Potters' House?

Two parents with children in the pottery program were randomly selected from each school. These parents participated in a telephone interview in February. Eight of the ten parents said they were familiar with the Potters' House Program at their child's school. All of them had heard about the program from their children. Two parents had visited the school and seen the pottery facilities. All ten said their child had brought home work from the pottery class, and one mother said she had noted much improvement in her son's work. None of the parents knew how their child had been selected to participate in the program, but all of them said they would like to see their child in the program again. Two parents expressed interest in becoming community volunteers to learn potting themselves and to teach others. Parent comments are presented in Appendix E, page 37.

SCHOOL STAFF AND COMMUNITY PARTICIPATION IN THE PROGRAM

The project administrator conducted a professional growth course for interested elementary and secondary staff. The class met one evening per week for 10 weeks. Participants each earned one credit (professional growth unit). Five Minneapolis public school teachers and five community volunteers (teacher aides) participated.

In addition to the professional growth course, the potters-in-residence conducted workshops during non-school hours for interested staff members. At Holland, one teacher and eight community volunteers (parents and teacher aides) participated; at Lowell seven teachers and three community volunteers (teacher aides and parents); at Ascension, seven teachers and four parents; at Lincoln seven teachers and five parents; at Webster one teacher and one teacher aide, and at Bremer, one teacher and one teacher aide.

As a result of these workshops, teachers, parents, and aides at Lowell and Holland learned techniques which allowed them to introduce clay activities in their classrooms, both during and after school, and thereby involve more participants in the craft than just those students learning directly from the potter-in-residence. Although staff and community people participated in workshops at the other schools, there was no evidence that clay techniques were scheduled to be taught in their regular classrooms.

HIGH SCHOOL INTERNS IN THE POTTERS' HOUSE

During 1974-75 a laboratory course was offered for senior high students from the city's public and non-public schools. Each morning, from 8:00 to 10:00 student interns left their home schools to attend the Potters' House at Menlo Park Free School in Northeast Minneapolis. The sending schools were Edison, Henry, North, Menlo Park, and De La Salle. These students studied with the project coordinator and were eligible to receive two credits in arts and humanities from their home schools. The project coordinator determined whether students' work was worthy of credit or not.

The project began with an enrollment of nine students during the first trimester, and eight of them received credit. Thirteen students were enrolled for the second trimester, and 10 received credit. In the third trimester, 19 students were enrolled, 15 received credit, and six were assigned to elementary schools as interns. There, twice a week, interns worked in partnership with the potter-in-residence in a cross-age learning experience helping to teach the elementary students. Interns reported to the project coordinator for their regular pottery class at Menlo Park on the other three days.

In the spring of 1975, 15 of the high school students responded to an anonymous open-ended questionnaire asking them how they heard about the program, why they applied, what was good about the program so far, and what was needed to make it work better.

Most of the high school students (10) heard about the Potters' House Program from their friends and/or from teachers or counselors at their home school (6). One person heard about the program from her(his) church.

The most frequent reason for applying for the program was because of a specific interest in learning to pot (11 students). Other reasons given were to have fun (2), to do something different not available in the regular school (1), to work with children (1), and to learn to get along with others (1).

Students were asked what were the best or most important things they experienced in the Potters' House. Working on the wheel (4 people) and working with the staff and other students involved in the program (4 people) were the most frequent responses.

Two people mentioned the good atmosphere to work in, good instructors, working independently at one's own speed, and the feeling of accomplishment from forming a piece of clay into something. Doing something hard, making things with one's hands, and the techniques of wedging, firing, centering, and glazing were mentioned by one respondent each.

Although three of the students said there was nothing about the program they would change, other participants did suggest improvements. Two people said get more wheels, and other individuals suggested that students be able to stay later, fire pots sooner, get their own days (for assignment to elementary schools), not have to get up so early, not have to have hassles with their home school, and do something about transportation problems.

Finally, participants were asked if they would like to be in the program again. Four people did not complete the entire questionnaire, but all eleven who did finish said they would like to. One respondent said (s)he would like to work in the Potters' House Program after graduation. By the end of the year, one intern was working for one of the potters-in-residence as an apprentice during non-school hours.

During the summer of 1975, one intern was hired by a potter to work in his shop, two interns were hired by the project coordinator to work for two other summer pottery programs, two interns were hired by the Neighborhood Youth Corps (NYC) to work in summer pottery programs, one student remained with the project coordinator as an intern, and one student was being considered for a position as potter-in-residence in the Potters' House for the 1975-76 school year.

The potters-in-residence were asked to rate their student interns. Two were rated very helpful, three were rated somewhat helpful, and one was rated little or no help. Most of the comments from the potters concerned the lack of actual "interning" time possible after allowing half an hour for the bus ride each way from the home school to the elementary school. The interns were actually on-the-job with the potters for about one hour, twice a week.

The project administrator evaluated each intern's progress toward the following objectives:

(1) developing good work habits and self-discipline
(2) developing internal standards of acceptance and quality for final art products
(3) developing a helping, sharing attitude of altruism toward program staff and participants
(4) developing a greater interest in the arts in general

In May 1975 the project administrator rated four of the students' progress toward the first objective (developing good work habits and self-discipline) as excellent. One student was rated very good, four good, four fair, and two poor.

Seven of the fifteen interns were rated as having made good progress towards the second objective of developing internal standards of acceptance and quality for final art products. For example, these students would destroy a pot they did not feel was good enough to keep and glaze, and they had developed a sense of quality control in their assessment of other products. The other eight students, in the project directors' opinion, still needed work in this area.

Seven of the interns also showed good progress toward developing an attitude of helping others and assuming a sense of responsibility. For example, they had learned to pitch in and help with the everyday housekeeping duties and would take responsibility for firing a load of pots for everyone instead of leaving these things up to the project staff.

Nine of the interns were seen to have developed increased interests in the arts in general in the community, in that they were participating in other arts activities outside the Potters' House.

Two of the interns showed so little evidence of commitment to the project and so little progress in any of these areas that the project director recommended they not be given credit for the class through their home schools.

RECOMMENDATIONS

1. Steps should be taken to increase communication between elementary teachers and their potters-in-residence. In some instances, the potters didn't know why a particular child was enrolled in the program or what the teacher's expectations for the child were. Perhaps some sort of form to evaluate student progress, similar to those completed by teachers and potters for this evaluation, could be used as a take-off in teacher-potter conferences.

2. An effort should be made to expand the teachers' and community volunteers' participation in pottery workshops. These trained teachers and community volunteers could then take their skills back to their classrooms and after-school community programs so that more people could be exposed to the craft. During 1974-75, the tendency was for teachers to try to get every child in the school into the pottery program. The aim of the program was to recruit only 15 students from each school. More children could participate when their classroom teacher learned to introduce, for example, clay sculpture, in regular class, or they could participate in after school pottery classes taught by a community volunteer. This aspect of the program was most successful at Lowell and Holland.

3. Scheduling and transportation problems hindered the effectiveness of the high school interns. If the interns could be released from their home schools for a longer block of time on only one day, they could spend less time traveling and more time potting and helping teach the elementary children.

4. At the discretion of the project coordinator, high school students who didn't show some minimal level of dedication to the program were not given credit through their home schools. There should be some earlier intervention if students aren't performing up to the standards set for them. Possibly the project coordinator could make periodic reports to each students' counselor.

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APPENDICES

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Minneapolis Public Schools
Teacher Questionnaire
The Potters' House Program

Student:

School:

Grade:

Teacher:

1. Why was this student enrolled in the Potters' House Program? (Check as many as apply)

_____To provide an outlet for a child with special artistic talents

_____To help settle down a child with discipline problems

_____To keep a bright child from being bored with school

_____To draw out a shy, quiet child

_____To provide a success experience for a child frequently encountering failures in school

_____Other (specify)

_____Don't know

2. Have you noticed any changes in this student's behavior since he/she has participated in pottery? (Circle the appropriate response for each item)

	Favorable Change	N. Change	Unfavorable Change
Enthusiasm towards school	1	2	3
Attendance	1	2	3
Relationships with other children	1	2	3
Relationships with adults	1	2	3
Concern for others	1	2	3
Self confidence	1	2	3
Discipline problems	1	2	3
Development of self discipline	1	2	3
Ability to complete tasks	1	2	3
Accepting responsibility	1	2	3
Taking care of personal possessions	1	2	3
Creativity	1	2	3
Initiative	1	2	3
Curiosity	1	2	3
Independence	1	2	3
Dexterity, coordination	1	2	3
Ability to accept criticism	1	2	3
Other (specify)	1	2	3

3. When did this student start in the potterv program? _____

4. Is this student still in the pottery program? Yes_____ No_____
Why, or why not?

(Comments-use back of page if necessary)

Return to Research & Evaluation Department by May 27.

Do you have any suggestions for improving the program?

What, if any, problems have been created by having the potter in the school?

You need not sign your name to this page. If you wish, you may use a separate school mail envelope and return this page to Bonna Nesset, Research and Evaluation Department, Educational Services Center, by Tuesday, May 27.

Minneapolis Public Schools
Potter Questionnaire
The Potters' House Program

Student:

School:

Grade:

Teacher:

1. Why was this student enrolled in the Potters' House Program? (Check as many as apply)

_____To provide an outlet for a child with special artistic talents

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_____To keep a bright child from being bored with school

_____To draw out a shy, quiet child

_____To provide a success experience for a child frequently encountering failures in school

_____Other (specify)

_____Don't know

2. Have you noticed any changes in this student's behavior since he/she has participated in pottery? (Circle the appropriate response for each item)

	Favorable Change	No Change	Unfavorable Change
Enthusiasm towards school	1	2	3
Attendance	1	2	3
Relationships with other children	1	2	3
Relationships with adults	1	2	3
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Independence	1	2	3
Dexterity, coordination	1	2	3
Ability to accept criticism	1	2	3
Other (specify)	1	2	3

3. When did this student start in the pottery program? _____

4. Is this student still in the pottery program? Yes____ No____
Why, or why not?

(Comments-use back of page if necessary)

Return to Research & Evaluation Department by May 27.

"Other" Reasons Cited for Enrolling Children in the Spring Session

. His interest in pottery was high.
. To get (name) to do something.
. An opportunity to feel special and have something all his own.
. Needed small group experiences.
. Straw vote.
. Reward for academic skills--a high child needing new rewards.
. She "snuk" in without our knowledge of who gave her permission.
. Because I thought she would benefit by it.
. To reward child for excellently done work.
. This child begged to attend the class.
. (Name) had a very negative attitude.
. Outlet for displaced energy--also motivator to instill an interest.
. Word on coordination--hand, eye and motor skills.
. Can't make or keep friends--needs help in small group work.
. To work with an adult male.
. Help develop confidence.
. To help him become more independent.
. Needs to work on peer relationships.
. To allow child to participate in positive experience and get used to success--be able to cope with success was the real goal.

Do you have any suggestions for improving the program?

Ascension

. Enlarge the program and get more children involved.
. Have it more consistently rather than 2 times a week. Complete program in shorter amount of weeks.
. The program got off to a poor start, because of change of teacher, equipment not ready, etc. After all the wrinkles were ironed out, it is really working beautifully. The teacher makes the program and we have an excellent one. I only wish more could take advantage of an opportunity like this. Could it be expanded?

Holland

. More opportunity for contact with potter to discuss children and share my objectives. Very positive program--maybe a form of objectives or something to fill out when enrolling student in program. I wish there was an opportunity for more students to partake. My children have benefited from this program--continue, continue!
. Mostly things I need to do myself--(1) inform staff more specifically about program and its progress. (2) Provide opportunities for children and others to share their experiences (products also, if they wish).
. I have not been able to observe program so I can hardly evaluate it. I know the kids that have participated have found it enjoyable and rewarding.
. No, very satisfied with it.
. Potter has been outstanding in his evaluation of children's needs in his response to their problems in adapting his program to a variety of school program schedules. The quality of children's work and their pride of accomplishment was unusual. I feel the program is exceptional.
. No, I believe it is run very well. Children beg to be included, but due to limited numbers, many have to be turned down. (Name) is respected, works hard and has positive results by and from the children.

Lincoln

. I am very pleased with this program, for my Special Education children. My hope is that this kind of program can continue and be part of the curriculum and give positive feelings to children who are interested in this kind of art activity.
. We need (name) in our building everyday to give this art to all children that we can.
. A chance to expose more students. With only one student, it becomes an elite thing. There seemed to be a snobbishness about being in pottery.
. I think it was well done. I'd like it extended in order that more students could participate.
. So many would like to join the program and it would help others who do not have much success.
. Yes--could be widened to include more students. Could have a fall inservice before school starts or as it starts for teachers
. Have children enrolled who have ability along those lines.
. It would be nice if he were here all week and more children could have the experience.
. Wish it were available to more students.

Lowell

. It's a good deal!
. It would be better to offer this program more than twice a week for an hour each time.
. I don't feel we can expect a two hour a week program to make any significant change in the behavior or attitude of a child.

Webster

. Increase time that a child participates. Time is too short to really effect any change. A good program but not enough of it.
. Let more children have this experience. Many more children ask to get into the program then there is room for.
. I would like to see the program expanded so at least twice as many children are able to participate.
. Perhaps some guidelines could be given to us before we choose children. I really have nothing on which to base my choice.
. Have it available for more children.
. Should involve more children.
. I guess I can see quite a few benefits in this program for the children, but I would like to see it offered to more children because they all seem to take an interest in the finished projects the participating students return with.

What, if any, problems have been created by having the potter in the school?

Ascension

. None, she has helped create a better atmosphere in the school.
. None that I have noticed.
. No problems. It has been beneficial to our school, and created new interests.
. All want to particpate. It's hard to decide who gets this extra activity.
. Only improvements! The program, as it is now, is great.

Holland

. None--it's great program and I will do whatever I can to insure that it continues.
. Only that everyone wants to go to the Potters' House.
. Not enough students that want to be part of the Potters' program have the chance to join. Too many times I see the discipline problem student going there. I think it should be the other way around. Reward the good student. He talented student gets left out too many times also. I guess they can be tolerated in the classroom. They don't cause a problem.
. None, unless getting clay on your blue jeans is a problem.

Lincoln

. None it is great. We don't have him enough.
. No problems were created. I feel this experience was beneficial to both students.
. Missed social studies on spelling--language has little success in there--and it wasn't every day. (Name) likes the pottery class so much he wanted to stay there during the entire day. It was good for him. Does not have much interest in written work or reading.
. More students want to get in--jealousy.
. Everything positive.
. I think this is a worthwhile program. Our potter is a conscientious fellow.
. I do not know of any problems having the potter in the school. I think it is advantageous to have pottery in the building.
. He verbalized that he wanted to give children who were turned off with school a chance. I sent him someone who was easily led into problems but not a serious discipline problem. We communicated at lunch 3-4 times. He indicated mild displeasure with my boy. (Name) completed one piece and seemed happy about that one. He took two others home "to bake at home". The potter didn't seem to know why. He did not exert influence to get pieces done. I don't know if he increased (name) liking for school. Several bright children would have benefited by going. If he had not made that statement I would have sent a more able child. I think potting is hard and brighter students are needed for success.

Lowell

. None created. Problems with students coming and going for a variety of extra-class activities is added to by having "one more program". However, in my class the advantages have outweighed the inconveniences.
. No problems for myself and this particular child because she completes work and studies on her own.

Webster

. Many children would like to go--big demand for the program. No real problems, other than saying--no or we'll see.
. Many children have expressed a desire to also participate and they remind us almost daily that they feel cheated. It is very difficult for us to choose who should go.
. None. I think its a great program!
. None--that I know of. It's a pleasure to have him.
. Many of the children want to take part in the pottery program but when it is offered to only one child per homeroom--it makes selecting the participants a bit difficult. Also, (name) and (name) were chosen for the program prior to my becoming their homeroom teacher. I doubt if I would have selected either because of their work habits. However, since Scott is so interested I am able to tell him that if his work habits don't improve then he will have to be withdrawn from the potters class. So his work habits have improved a great deal. Perhaps that is unfair gesture but the potters' program usually takes them out of classes, where in work habits are very important. I can't really say that I have noticed any changes in (name) as a direct result of him going to pottery. My sincerest apologies for being so late with these evaluation forms.

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Do you have any suggestions for improving the program?

Ascension

. Try to get additional funds and expand the program so more students can participate. More money for supplies and instructors.

Bremer

. No, except if it could be offered complete year and to more students.
. Being able to include more children. Maybe having shorter and more new sessions.
. The only improvement I can suggest, is allowing more children to participate.
. Do not know. Did not observe long enough to evaluate.
. Involve more kids-shorter time periods (8 weeks).

Holland

. None-the program run by (name) was well implemented and carried out. Hope the program continues and expands.
. No, except more of it. The potter has been excellent for the children. The pride they show in their works, the realization they can do well and that others value their work can be demonstrated in no better way. (Name) is also excellent with children. evaluates their needs and communicates well with the teacher.
. Good program should be expanded.
. Would like program enlarged so more children could be afforded the opportunity. The program was motivating to the students that attended. One child greatly improved, because of this program, in his attitude and behavior. I feel the program offers a much needed alternative. It offers reinforcement and successes to students who may have difficulty finding success in other parts of the school program.

Holy Cross

. Since these children have the Potters' House Program we have recognized many very favorable changes. The comments of the children are very complimentary. They especially appreciate the talents and abilities that the teachers have drawn out of them during the classes. They love the enthusiasm of the teachers.

Lincoln

. This has been an excellent program which we very much wish to continue at Lincoln in the future. (Name) has afforded our pupils many wonderful opportunities and has created enthusiasm toward success with these children.
. More days--daily.
. No-program generally seem to be quite successful and effective and is.
. Its been a good program for those that had the chance to be in it.
. No-very good-(name) was great instructor.
. The opportunity for more students to participate.
. Expand the program!
. More students exposed to program. The evaluation expects too much change from a one day per week program-other factors could be the cause of change.
. I feel we had an excellent program in our school! The potter was more than willing to accomodate the teachers in anyway. If money were available-it should be expanded.
. More children in program. It has helped the students in my class so much.
. More students should be able to take the class.
. Expand the opportunity for others.

Lowell

. I was really very positively impressed with the program. Great experience for kids, staff and community.
. Keep up the good work.

Webster

. I would like to see more kids have a chance to get involved in the program.
. None, except to enlarge it. Many want to go.
. Expand the program for more children.
. Make it available to more students.
. No, I have no suggestions-Perhaps some criteria could be set up to help us choose children.
. Having it available to more pupils.
. No, a good program. More kids should participate.

What, if any, problems have been created by having the potter in the school?

Ascension

. It removes them from regular classes, especially those who are already behind.
. No problems. I feel it has been a real asset to our schools.
. No problems-The kids in the program love it. They all have produced (created) really beautiful works. Pride, self esteem, "happy" feelings are very apparent.

Bremer

. None, I'm aware of as of now.
. Excellent program. (Name) is a fine teacher and she set up great rapport with the Bremer staff. We all hope that she will be back again.
. None-Really enjoy having (name) in school. Is a asset to all of us.
. None, whatsoever, this program was excellent and the attitude of the instructor was superb.
. The only "problem" as such, is that there are some hurt feelings among those individuals who wanted to go but could not. I think the program is an excellent one, and would like to see it continued.
. The only problem I can see is that the children miss some of their school work when they go. Otherwise, I think it's definitely beneficial.
. Larger facility needed, more students involved.
. Scheduling in class-overlapping because of pairing of rooms in basis skills-over all building.
. No problems. I feel it's a good program.

Holland

. None-this program added much to the school's program.
. None, except kids don't want to leave pottery area.
. A few minor scheduling problems.
. In my opinion none!

Holy Cross

. As a teacher, I am very happy to send my students to this program. My only regret is that a larger number could not participate.

Lincoln

. Jealousy on the part of some students who didn't get into the program because of limited number that could be accepted.
. More children want to participate than could be accepted.
. I like the 1½ hour slot times.
. None. (Name) is great and so helpful we had choices as a class and clay was one choice we could offer the students he was very helpful. Please keep him in our school if you can.
. The instructor discovered many things about (name) that I did not know. (Name needs help. He is a very unhappy child in the classroom. Attending this class did more for (name) than going to classes he did not enjoy. Thank you for helping-to give him a number of pleasant hours in our school. He was always present in the so called "clay days".

Lowell

. Only problem is having students miss instructional periods.
. None serious.
. None, with possible exception of children catching up on essential concepts taught in class while they are out of room.

Webster

. None its been very successful.
. Some children felt they are treated unfairly because such a few are chosen.
. None, it's a great program.
. No problems have been created.

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PARENT COMMENTS

"What do you think are some of the positive things about the program?"

. It's good for him to learn to work with his hands because he's not good academically. He'll need to earn a living with a physical job.

. It helped her learn to create in some way other than just drawing things and copying--something new she's never done before--she's proud of her accomplishments.

. Don't know.

. It's a fine thing for him to learn! It gives the kids an outlet for their ability. The pottery turns out beautifully!

. It shows that kids can do high and will when on a project. Most kids take things for granted.

. Don't know--it's something they like--accomplishing something.

. He was allowed to work independently and on his own.

. Don't know. I thought it was for girls only--my son seems to enjoy it.

. Anything creative is worthwhile.

. It's a nice program.

"Are there some things you think should be improved?"

. Some kind of full length covering could be provided--he gets so dirty, although it does wash out.

. It seems that he only brings home dull colored pottery. It's very nice, but I wonder if there aren't other, brighter colors.

. Kids should be told and criticized when they're not doing well.

. Don't know, I suppose his technique in making things.

. No (2)

. Don't know (3)

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